

# In-Depth Analysis of the Core Reform Logic for the Transformation and Enhancement of Teacher Education in the New Era

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## Abstract:

In the new era, basic education has entered a profound stage of transformation characterized by quality balance, integrated five-education development, and digital transformation. The long-standing issues in traditional teacher education—such as subject-centric approaches, theoretical emphasis, weakened practical training, and supply-demand misalignment—have become increasingly prominent, making it difficult to meet the comprehensive educational requirements of teacher positions in the new era. The reform and enhancement of teacher education programs are not merely about localized curriculum adjustments or superficial corrections but involve a systemic reconstruction of educational paradigms, training systems, and value orientations. This paper delves into the underlying logic of teacher education reform in the new era from four dimensions: supply-demand alignment, paradigm correction, system reshaping, and value upgrading. It reveals the fundamental transformation pathways of teacher education—from “knowledge transmission” to “holistic education,” from “mass supply” to “precise cultivation,” and from “closed operation” to “collaborative co-education.” The study provides theoretical references and practical insights for local universities to advance the connotative improvement of teacher education programs and support the high-quality development of basic education.

## Keywords:

Teacher Education Programs, Transformation and Upgrading, Pedagogical Paradigms, University-local Collaboration, High-quality Education Development

## 1. Introduction

With the continuous promotion of the construction of a strong education country and the comprehensive implementation of the new curriculum reform in basic education, there has been a fundamental change in the way primary and secondary schools educate students, classroom forms, evaluation systems, and teacher standards. This has put forward higher and more comprehensive requirements for teachers' professional ethics, comprehensive education ability, curriculum development ability, digital teaching level, and innovative teaching and research consciousness in the new

era. For a long time, teacher education majors in local universities have accumulated a mature subject teaching system based on traditional educational models, but have also gradually formed a fixed training inertia, with a common structural problem of emphasizing disciplines over teacher education, emphasizing theory over practice, emphasizing stock over adaptation, and emphasizing skills over literacy.

Traditional teacher education organizes teaching based on the subject knowledge system, with classroom lectures, theoretical memorization, and single skill training as the main training methods. Although teacher students have a solid foundation in the subject, they generally have shortcomings such as insufficient educational sentiment, single ability to educate, weak classroom adaptability, inadequate class management, and lagging digital literacy. There is a supply-demand mismatch phenomenon of “being able to solve problems but not teach, understanding theory but not educating, and being able to take up positions but difficult to handle”. In the context of the comprehensive improvement of basic education, the deep implementation of the five educations, and the normalization and popularization of smart education, the traditional teacher education model is no longer able to support the needs of building a high-quality teacher team in the new era. Therefore, it is necessary to promote the improvement and reform of the teacher education profession.

The transformation and upgrading of teacher education majors in the new era is not simply about adding or reducing courses, expanding practical training, or improving materials. It is a structural reform based on the changes of the times, returning to the original intention of teacher education, resolving deep-seated contradictions, and educating people for the future. Its reform logic no longer stays at the surface level of filling teaching gaps and improving practical training, but focuses on four core dimensions: reshaping the paradigm of education, restructuring talent supply and demand, restructuring the training system, and upgrading the value of education, promoting the comprehensive transformation of teacher education from the traditional disciplinary education paradigm to the new era’s comprehensive education paradigm. Thoroughly clarifying this core reform logic is the fundamental prerequisite for accurately promoting the connotation construction of teacher education, truly achieving high-quality development of teacher education, and continuously outputting qualified teachers that meet the needs of grassroots education.

## **2. Supply and Demand Logic Reconstruction: from “Stock Transportation” to “Precise Adaptation”, Responding to the Structural Transformation of Basic Education**

Teacher education naturally has the vocational attribute of serving basic education, and its educational positioning, training objectives, and competency standards must be dynamically adjusted in accordance with the pace of basic education reform. In the past few decades, the core task of teacher education in China has been to fill the teacher shortage, expand the scale of training, and ensure the basic supply of grassroots teachers. In the development stage of basic education, which mainly focuses on exam oriented teaching, knowledge imparting, and single subject teaching, the traditional teacher training model of batch, standardized, and subject based training can basically meet the needs of school personnel, and the training logic presents obvious characteristics of “quantity priority, unified standards, and supply led”.

In the new era, basic education has completely bid farewell to the extensive development stage of teacher shortage, and has comprehensively shifted towards a new stage of high-quality and balanced development, transformation of education methods, and improvement of quality connotation. The demand for teacher positions has undergone structural, holistic, and disruptive changes. Grassroots primary and secondary schools no longer only need subject teachers who can give lectures and have educational qualifications, but also need composite, innovative, and versatile teachers who can adapt to the integration of education, hierarchical teaching, learning guidance, psychological counseling, home school collaboration, school-based research, and digital classrooms in the new era.

From the current reality of grassroots education, small-scale rural schools require teachers to teach across disciplines, hold multiple positions simultaneously, and provide comprehensive activity guidance; Urban schools place greater emphasis on teachers' abilities in curriculum development, classroom innovation, and educational research; The construction of smart campuses forces teachers to master digital skills such as information-based teaching design, resource development, blended learning, and learning data analysis. The traditional teacher training system, due to lagging curriculum updates, single practical scenarios, and narrow dimensions of education, generally produces students with a single ability structure, rigid teaching thinking, weak adaptability, and insufficient innovation awareness. There is a significant structural mismatch between the supply side of talent training and the demand side of basic education, which is the underlying logic that forces the deep reform of teacher training.

Therefore, the primary logic for the transformation and upgrading of teacher education majors in the new era is to completely break the inertia of closed education, detachment from the front line, and self circulation in universities, promote talent cultivation from “university output supply” to “grassroots demand adaptation”, and reconstruct the supply and demand relationship of teacher education. No longer using complete disciplines and theoretical systems as training standards, but based on real classrooms, real problems, and real job abilities in basic education as the core basis, accurately benchmarking the new curriculum standards, new classrooms, and new evaluations, constructing a modern teacher training system that focuses on on-demand, precise, and quality education, truly solving the practical problems of slow employment, weak adaptation, and slow growth of teacher education graduates.

### **3. Paradigm Logic Correction: from “Discipline Oriented” to “Education Oriented”, Returning to the Original Aspiration and Origin of Teacher Education**

The long-term accumulated shortcomings in the education of teacher training majors are superficially due to insufficient practice, outdated courses, and weak abilities, but deeply rooted in the deviation of educational paradigms. For a long time, under the pressure of discipline construction, some local universities have unconsciously copied the logic of comprehensive university discipline construction, taking the depth of disciplines, theoretical system, and academic achievements as the focus of professional construction, resulting in the weakening of the teacher education nature, the virtualization of professionalism, and the weakening of the sense of educating people in teacher education majors, leading to a fundamental logical

inversion of "emphasizing learning over education, emphasizing knowledge over education".

In the traditional discipline based paradigm, the core goal of talent cultivation is to enable students to master systematic and complete subject knowledge. Classroom teaching is mainly based on theoretical lectures, the curriculum system is built on subject logic, and academic evaluation is based on written test scores. Teachers tend to focus more on the depth of knowledge, analysis of key and difficult points, and sorting out theoretical systems in their teaching, and pay less attention to the cultivation of students' teaching abilities, educational thinking, and educational sentiments. Students are immersed in a pure subject, pure theory, and pure book learning environment for a long time, forming a solid knowledge reserve, but it is difficult to develop the necessary classroom management ability, student observation ability, educational communication ability, and educational responsibility awareness for teachers. [3]

The core task of the transformation and upgrading of teacher education majors in the new era is to completely correct the old paradigm of subject based education, comprehensively establish a new paradigm of education based education, and truly return teacher education to the essence of "educating, teaching, and nurturing people". The core essence of the education oriented logic is that all courses, classrooms, practical training, and evaluations revolve around "cultivating qualified teachers for the new era", and all teaching activities ultimately aim at the development of students' educational abilities, teaching literacy, educational character, and professional skills.

Paradigm correction includes two core connotations: firstly, to uphold the fundamental principles of teacher education, to integrate teacher ethics, educational philosophy, basic teaching skills, educational sentiment, and class education throughout the entire process of talent cultivation, highlighting the unique professional attributes of the teacher education profession; The second is to reverse the logic of education, allowing subject knowledge to serve teaching, theoretical learning to serve practice, and curriculum learning to serve education, completely changing the current situation of knowledge and education being disconnected, and achieving a fundamental transformation from "cultivating subject learners" to "cultivating educational practitioners". [2]

#### **4. System Logic Reconstruction: from "Fragmentation" to "System Integration", Constructing a Full Chain Education Mechanism**

In the overall reform framework of the transformation and upgrading of teacher education majors in the new era, the reconstruction of system logic is the structural core to solve the problems of traditional teacher education and achieve a leap in the connotation of educational quality. For a long time, the cultivation of teacher training talents in local universities has generally been in a fragmented, phased, and loose operating state. The various elements of talent cultivation are independent, disjointed, and unsystematic, forming a deep structural contradiction that appears to have complete courses and processes, but in reality, the education chain is broken, the ability generation is scattered, and the training objectives are suspended. Traditional teacher education reform often stays at the partial repair of optimizing individual courses, supplementing individual practical training, and adjusting individual systems, which cannot fundamentally solve the common problems of "disconnection between theory and practice, disconnection between knowledge and ability, mismatch between

learning and job positions, and imbalance between literacy and skills” among teacher education students. The high-quality transformation and improvement of teacher education majors in the new era must break through the superficial rectification thinking, promote the overall reshaping of the system logic, and achieve a deep transformation from fragmented and fragmented education to systematic and integrated education.

The fragmentation of the traditional teacher training system is mainly reflected in the modularization and fragmentation of the curriculum system. For a long time, the curriculum of teacher education has followed the knowledge division logic of liberal arts disciplines, dividing talent cultivation into four independent sections: public basic courses, professional theoretical courses, teacher education courses, and practical training courses. The teaching objectives of the four major modules are not unified, the content is not coherent, the abilities are not progressive, and the resources are not shared. There is a lack of inherent educational logic connection between the courses. Public general education courses focus on popularizing literacy and are detached from the professional environment of teachers; Subject specific courses focus on the in-depth construction of subject knowledge, neglecting the transformation of teaching and the implementation of education; The educational theory curriculum focuses more on the explanation of macro educational principles, lacking scenario based integration of classroom practice, class governance, and learning guidance; Practical courses are independent of the theoretical teaching system and only exist as supplementary components at the end of the semester. This subject specific and fragmented curriculum layout results in a scattered, fragmented, and fragmented knowledge acquisition for teacher trainees, which fails to form a systematic knowledge structure that serves educational practice.

The deeper problem lies in the traditional teacher education curriculum, which emphasizes static knowledge accumulation and neglects dynamic ability generation. Each course is only responsible for completing the task of imparting knowledge in the subject, and does not undertake the overall goal of physical education or the responsibility of progressively cultivating students’ abilities. The knowledge accumulated by students in education, psychology, subject teaching methods, and other fields during their school years is isolated from each other and cannot be integrated and applied in real educational scenarios, ultimately resulting in the typical common problem of “understanding theory but not using it, understanding knowledge but not teaching, understanding principles but not educating” in teacher education. The structural fragmentation of this curriculum system is the fundamental institutional reason for the slow job adaptation, weak educational ability, and insufficient comprehensive literacy of teacher trainees.

Secondly, the traditional teacher education system presents a fragmented pattern of theoretical teaching, skill training, practical education, and evaluation and assessment. Under the traditional training mode, theoretical teaching focuses on imparting knowledge systems and is not related to classroom teaching skills; Skill training focuses on polishing a single teaching technique, which does not address real educational issues; Practical internship is independent of daily teaching and lacks pre preparation, process guidance, and post review; Academic evaluation only assesses the mastery of individual course knowledge points and does not assess the growth of comprehensive educational abilities. The four dimensions of education are not mutually supportive, interconnected, or empowering, forming a fragmented situation

of “classroom to classroom, practice to practice, skills to skills, and evaluation to evaluation”.

From the perspective of the educational laws of teacher education majors, the comprehensive educational ability of teachers is the result of long-term coupling, continuous iteration, and systematic accumulation of theoretical cognition, teaching skills, practical experience, and educational reflection, and cannot be generated by scattered courses, single practical training, or short-term internships. Under a fragmented system, students’ professional growth exhibits a phased discontinuity feature: lower grade general education learning is unrelated to teacher training attributes, middle grade professional learning is disconnected from educational practice, and higher grade internship practice lacks early ability accumulation, ultimately leading to a loose and fragmented four-year training chain and the inability to form stable, mature, and sustainable teacher professional qualities.

At the same time, the fragmentation and imbalance of the main body of education in schools and localities have further exacerbated the fragmentation of the teacher training system. Traditional teacher education has long been a single entity closed off by universities, with local education administrative departments, teaching and research institutions, renowned teachers in primary and secondary schools, and grassroots educational resources remaining outside the talent cultivation system. The development of talent cultivation plans, updating of course content, design of practical training projects, and implementation of teaching evaluations are all independently completed by universities. The real needs of frontline basic education, real classroom standards, and real educational difficulties cannot be reverse integrated into the education process of universities. The inconsistency between the education standards of universities and industry job standards, the lack of synchronization between classroom teaching paradigms and the new curriculum standards for primary and secondary schools, and the mismatch between on campus training content and actual job demands have resulted in a structural mismatch between the supply side of teacher training talents and the demand side of basic education. Multiple educational resources are scattered, the main body is fragmented, and collaborative efforts are blurred, making it impossible to form a unified educational force.

Finally, the fragmentation of the evaluation system has solidified the structural drawbacks of the entire sports personnel system. Traditional teacher education evaluation is mainly based on single subject summative assessment, with paper scores, homework completion, and single training results as the core criteria. The evaluation standards are fragmented, the evaluation perspective is single, and the evaluation purpose is utilitarian. Only focus on whether students’ individual course knowledge meets the standard, without paying attention to whether their overall ability has progressed; Focus only on static learning outcomes and not on dynamic growth processes; Only focus on the level of theoretical mastery, without paying attention to the generation of educational literacy. Fragmented evaluation forces students to take “passing a single subject and completing all credits” as their learning goals, ignoring the long-term systematic construction of professional ethics, educational ability, and educational thinking, ultimately forming a long-term deviation in teacher education that “emphasizes scores over abilities, results over processes, knowledge over education”.

The core system reform logic for the transformation and upgrading of teacher education majors in the new era is to completely break down the fragmented,

fragmented, and loose traditional education structure, and comprehensively reconstruct a modern teacher education system that is integrated, linked, and iterated in a closed-loop manner. The so-called system integration is not the integration of courses, overlapping class hours, and content stacking, but rather the overall, structural, and systematic reshaping of educational goals, curriculum systems, practical training systems, collaborative mechanisms, and evaluation mechanisms based on the core competency standards of basic education teachers in the new era, achieving full element connectivity, full chain progression, full process education, and all-round empowerment.

The primary logic of integrated reconstruction is the systematic integration of the curriculum chain. Abandoning the outdated thinking of dividing courses according to disciplines, a four-year curriculum system is designed in reverse based on the growth gradient of teachers' professional abilities, and a progressive curriculum chain is constructed from educational cognition, theoretical accumulation, skill foundation building, teaching method transformation, comprehensive education to research and innovation. The internal connections between the four modules of general education, profession, education, and practice are connected, and all courses serve a unified educational goal, achieving synchronous generation, synchronous advancement, and synchronous formation of knowledge, skills, and literacy.

Secondly, achieve the integration of teaching, learning, training, and creativity in four dimensions. Promote the improvement of theoretical teaching service skills, the integration of skill training with real classrooms, the feedback of practical training on theoretical cognition, and the empowerment of professional growth through innovative teaching and research. Thoroughly eliminate the disconnect between theory and practice, skills and education, and learning and innovation, and build a closed-loop education mechanism of "theoretical immersion skills polishing practical experience reflection iteration", so that the abilities of teacher trainees can form continuous accumulation, continuous upgrading, and systematic formation.

Once again, establish a school local collaborative and integrated education system. Breaking down the single educational barrier of universities, promoting the deep participation of local education bureaus, research institutes, top universities, and backbone teachers in the entire process of talent cultivation, achieving the integration of training objectives and job standards, course content and classroom reform, practical training system and teaching scenarios, graduation evaluation and industry requirements, and thoroughly solving the deep-seated problems of supply and demand disconnection, learning and application disconnection, and job training disconnection.

Finally, establish a comprehensive and integrated education evaluation system throughout the entire process. From fragmented single subject evaluation to holistic competency evaluation, from summative outcome evaluation to full process growth evaluation, from single knowledge evaluation to multi-dimensional comprehensive evaluation of teacher ethics, abilities, competencies, and innovation, with a scientific and systematic evaluation orientation, it forces the comprehensive improvement of the human body system.

Overall, moving from "fragmentation" to "system integration" is the most crucial structural, fundamental, and fundamental reform for the transformation and upgrading of teacher education majors in the new era. Only by completely breaking the traditional scattered, segmented, and fragmented education model, and building a systematic new education system with unified goals, complete chains, integrated

elements, collaborative linkage, and closed-loop iteration, can we truly achieve the fundamental transformation of teacher education from “knowledge imparting cultivation” to “comprehensive education cultivation”, continuously improve the adaptability, professionalism, and maturity of teacher training, and provide high-quality, specialized, and composite new era teachers for the high-quality and balanced development of basic education. [1]

## **5. Value Logic Upgrade: from “Skill Cultivation” to “Literacy Cultivation”, Adapting to the Long-term Needs of Educational Modernization**

The value logic of traditional teacher education is relatively single, with the core goal focused on teaching skills training and classroom teaching ability development. Essentially, it is a tool based, foundational, and on-the-job training model, with a focus on solving the problem of whether one can attend classes or not. In the stage of relatively traditional development of basic education and relatively single requirements for teacher positions, this value logic can basically meet the job needs.

But in the new stage of educational modernization, the teaching profession is no longer simply a knowledge teaching position, but a comprehensive education position that integrates value guidance, classroom teaching, learning cultivation, moral education management, curriculum construction, teaching research, and lifelong development. In the new era, teachers should not only be able to teach, but also be able to educate people; Not only should one be able to attend classes, but also to conduct research; Not only should one master traditional teaching skills, but also possess digital literacy, innovative thinking, educational wisdom, and sustainable development capabilities.

Therefore, the deep logic of the reform of teacher education majors is to upgrade the educational value from single skill training to comprehensive literacy cultivation, and from meeting short-term employment needs to supporting lifelong career development. In the new era of teacher education, more emphasis is placed on the guidance of teacher ethics values, cultivation of educational sentiment, shaping of educational thinking, cultivation of innovative abilities, and improvement of digital literacy, building a new value system of “teacher ethics first, ability first, literacy based, and sustainable development”.

This value upgrade means that teacher education is no longer limited to surface level teaching ability training, but comprehensively shapes the educational, student, classroom, evaluation, and development perspectives of teacher students, cultivates new era teachers who can adapt to the continuous reform of basic education, be competent in complex educational scenarios, and constantly iterate and grow, truly meeting the long-term needs of building an education powerhouse for high-quality, professional, and innovative teachers.

## **6. Conclusions**

Overall, the transformation and upgrading of teacher education majors in the new era is not a phased, patched up, or material based rectification work, but a deep structural reform that conforms to the changes of the times, responds to grassroots needs, corrects educational deviations, and reshapes the education system. The core reform logic is reflected in four progressive relationships: solving the problem of

talent cultivation and basic education disconnection through supply and demand logic reconstruction, correcting and reversing the disciplinary oriented and teacher education weakening deviation through paradigm logic, eliminating fragmented and phased education drawbacks through system logic integration, and achieving a deep leap from skill training to comprehensive education through value logic upgrading.

Only by deeply grasping the core reform logic mentioned above can we truly break out of the misconception of superficial rectification and surface optimization, promote the improvement of teacher education from surface level to connotation level, from traditional teacher education paradigm to modern education paradigm, continuously improve the quality of teacher training in local universities, and provide solid teacher support for the high-quality and balanced development of regional basic education.

## Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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